

## **Guidelines for Establishing a Title III Consortium**

### **Types of Consortia:**

- Two or more LEAs with one of the LEAs designated as fiscal agent.

### **Responsibilities of Fiscal Agents:**

- The fiscal agent of the consortium must have on file a memorandum of understanding or alternative arrangement that outlines how the consortium will meet all Title III requirements, including: Title III AMAOs, parental notification to parents of participating LEP students, and participation in an improvement plan if the consortium as a whole, or individual LEAs within the consortium, fail to meet AMAOs for two consecutive years, signed by superintendents of districts agreeing to be members of the consortium.
- The fiscal agent is responsible for all fiscal transactions of the consortium (requisitions, purchases, payments, etc.) and for maintaining records of all financial transactions carried out on behalf of the consortium.
- The fiscal agent is responsible for ensuring that consortium members fulfill their fiscal and programmatic responsibilities as sub-grantees under Title III, including meeting the annual measurable achievement objectives (AMAO's) defined in Section 3122.
- The fiscal agent is responsible for taking steps that result in all participating LEAs meeting their responsibilities under Title III to the LEP children they serve.
- The fiscal agent is responsible for notifying parents of LEP children served under Title III that the entity failed to meet the AMAO's as necessary.
- The fiscal agent is responsible for ensuring that an improvement plan is developed and submitted to USOE as necessary.

### **Responsibilities of LEA partners:**

Consortium partners must meet to discuss and develop a common plan that meets the requirements of Title III and other issues including the following:

- Needs of partner districts for improving services for limited English proficient (LEP) students
- Needs of partner districts relating to professional development to improve instruction for LEP students
- Common plan to effectively and efficiently use Title III funds to meet the identified needs of the consortium partners

### **Federally Mandated Activities:**

An LEA receiving funds under section 3114(a) shall use the funds –

(1) to increase the English proficiency of limited English proficient children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs in increasing—

- (A) English proficiency; and
- (B) student academic achievement in the core academic subjects; and

(2) provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel that is:

- (A) designed to improve the instruction and assessment of LEP students;
- (B) designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for LEP children;
- (C) based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency, or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers;
- (D) of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom (excluding activities such as one-day or short-term workshops and conferences unless the activity is a component of an established comprehensive professional development program for an individual teacher).

### **Possible Activities:**

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing –
  - (A) tutorials and academic or vocational education; and
  - (B) intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English proficiency and academic achievement of LEP children.

- (6) Providing community participation programs, family literacy services, and parent outreach and training activities for LEP children and their families –
  - (A) to improve the English language skills of LEP children; and
  - (B) to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.
- (7) Improving the instruction of LEP children by providing for –
  - (A) acquiring or developing educational technology or instructional materials;
  - (B) access to, and participation in, electronic networks for materials, training, and communication; and
  - (C) incorporation of resources.
- (8) Carrying out other activities that are consistent with the purposes of this section.

### **Reasons for Forming a Consortium**

Under Title III State Formula Grant Program, if an LEA does not have a sufficient number of Limited English Proficient (LEP) students enrolled to qualify for a minimum sub-grant of \$10,000.00 under Section 3114(a), it may – to be part of an eligible entity that meets this minimum – apply for a sub-grant jointly in consortia with other LEAs. A consortium of LEAs must meet the same title III requirements applicable to all Title III sub-grantees.